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ACRONYMS

CHP	Community Health Program
CBOW	Community-Based Outreach Worker
CEASE	Clayton, Cole, Elyria, and Swansea Neighborhood Coalition
CHW	Community Health Worker
DEH	Denver Department of Environmental Health
EPA	US Environmental Protection Agency
ROD	Record of Decision
VB/I-70	Vasquez Boulevard/Interstate 70 (Superfund Site)

TABLES

FIGURES

ACKNOWLEDGEMENTS

Many people have made important contributions to the development and implementation of the Vasquez Boulevard and I-70 (VB/I-70) Superfund Site (Site) Community Health Program (CHP). This manual would not have been produced without the efforts put forth by those involved in the site remediation activities, community health program, community meetings, and the countless others who have contributed to making Northeast Denver a healthier place to live and raise a family.

The Community Health Worker Outreach Model was adopted as the outreach vehicle for engaging residents of the target area. The Promotora/Community Health Worker (CHW) model is recognized by the Centers for Disease Control as a best practice for health promotion in Latino communities and has demonstrated success in reaching 'hard-to-reach' populations. Portions of the Protocol for Assessing Community Excellence in Environmental Health (PACE-EH) Model were incorporated into the planning and program delivery system. The PACE-EH planning model process is designed to understand the following about the target community: 1) the connections between the environment and human health and well-being, 2) which groups in the community are currently experiencing or are likely to experience an increased risk or disproportionate share of adverse health effects from environmental hazards, 3) actions that can be taken to protect human health and the environment and resources and barriers related to these actions, 4) the effectiveness of current environmental health protection measures in the community, and 5) the key environmental resources in the community that should be preserved or protected.

This manual was developed under the leadership of the Denver Department of Environmental Health VB/I-70 CHP staff. The primary contributors were Elizabeth Schiffman and Jay Salas. The project was funded by the Environmental Protection Agency (EPA) Region 8 and the EPA Project Manager was Victor Kettelapper. The program's organizational partners include the DEH, the Colorado Department of Public Health and Environment (CDPHE), Denver Health and Hospital Authority (DHHA), the Agency for Toxic Substance Disease Registry (ATSDR), Pediatric Environmental Health Specialty Unit (PEHSU), Northeast Denver Housing Center (NDHC), Cross Community Coalition, Clayton Neighborhood Association, Civic Association of Clayton, Cole Neighborhood Association, CEASE, Inc., and countless residents and community activists.

The cover photograph is of a painting on the exterior of the Clinica Tepeyac building, located in the Globeville, CO community. The mural was painted by a local artist, Emanual Martinez, in memory of Lalo Delgado. Lalo Delgado was the first employee of Clinica Tepeyac, and was also named Denver's First Poet Laureate. The painting depicts the nurturing of the community by its members.

1. INTRODUCTION

Running a successful and effective community health program has much in common with running a small business. There is staff to manage, budgets to monitor, clientele (community members) to attract and retain, and specific goals to be accomplished. While these things may be said of most programs, a community health program is different. Some programs, especially those that work with businesses, contractors, or have little one-on-one contact, can exist and even succeed without any input from the communities in which they work or the groups they serve. Community programs of any kind require buy-in from the community in order to succeed and be effective.

The VB/I-70 Community Health Program Plan (CHPP) was created to address the risks to children exposed to arsenic in soil because of soil pica behavior and children exposed to lead from multiple sources. The CHPP was part of a larger remediation plan for the VB/I-70 Superfund Site, an area in northeast Denver that was found to contain high enough levels of lead and arsenic to be a health concern. Community input played a major role in the planning and execution of our program, and over the program's four years we learned much about what worked and what did not.

This guide is intended to inform you of our experiences, whether you are a community planner, policy maker, or a program planner, with the hope that you can learn from and avoid some of our mistakes. It will take you from the very early stages of planning through the program close-out. Examples are included whenever possible to help illustrate our experiences and appendices provide further resources on specific topics. You may notice that different sections mention the same program elements or refer to things previously discussed. For a community-based program that integrates multiple elements, it is hard to talk about one part without at least mentioning others. This is not intended to be repetitive. The information included in different parts of the guide is not duplicating similar information included elsewhere; rather, it showcases a different element or perspective of that component.

We write from the perspective of running a community health program from under the umbrella of a large city agency, which may differ considerably from running a program from within a community group or non-profit. Our program design was also based on having a finite amount of resources to complete the project, with funding extensions not really a possibility. Despite these differences, we feel that there is something to be gained from our experience whether your program is large or small, on-going or with a specific ends-date, health-related or not. Hopefully this guide can answer some of your questions.

2. PLANNING

Good planning is essential to the success of any project or program. It helps you to be organized and efficient, and helps a project to run smoothly. The investment in planning at the outset of a program is sometimes overlooked in the excitement of getting to work, but thorough planning can save time and money during the execution phases of the project. While unexpected things are bound to happen at some point, the more prepared you are for every eventuality can make dealing with surprises in a logical and timely way seem like second nature and greatly reduce the stress associated with a crisis.

2.1 Program Description

The first step is to put together a plan for what you intend to accomplish with your project or program. Specifics are important, but in the early stages, general ideas are enough to give you a starting point. If you begin immediately with overly specific goals or task lists it can be difficult to step back and see the larger picture, or it can result your focus being different than what was originally intended simply because you came up with your ideas in a certain order.

Planning and funding can be closely tied together. Depending on your funding, the entire planning phase may need to be completed before any funding is in place in order to apply for a grant or other funding. After funding is approved, small changes may still be possible, but often the bigger ideas and themes are fixed. Your funder approved you to complete the project you described in your proposal and may not be amenable to significant changes or deviations from that plan. The hassle of trying to change your project design later can be avoided with careful planning at the outset.

The source of your funding may also help narrow down your project focus. Most grants have specific parameters that outline what kinds of projects or programs it will fund, so do your research before applying. When specifics are listed, it's best not to stray from them. If you want to do something different than what the funder is looking to fund, you are wasting your time and theirs by writing a proposal that does not follow the guidelines. You will not convince them to fund you based on an amazing proposal if that proposal is completely irrelevant or does not address their requirements.

Another benefit of thorough research is that it can prevent the duplication of efforts. If another program or project already exists in your area that is working on the same or a very similar issue, the likelihood of your obtaining funding for your project is significantly reduced. Good funders will be aware of other programs and projects that work on issues of interest to them and will recognize a similar plan. This makes it seem obvious that adequate research was not completed before your program was designed and applied for funding. At the very least it will prompt questions as to why you are applying for funds to do what is already being done by someone else, and if you can't give a satisfactory answer, you may be out of luck. These situations may even have future or long-term consequences in securing funding for other projects.

Sometimes, as is the case with many federal grants, the grant money is earmarked for a specific purpose or geographic area and a general description of what is expected of you will come with it. If this is not true of your funding, it is helpful to become as knowledgeable as possible about your topic, including other programs that may have done similar work or worked in a similar community. If your funding is geographically based, get to know the neighborhoods where you will be working. Use neighborhood or community data from the city or state, talk with active community members and community groups, and contact neighborhood organizations or other groups that may work in the area. These are probably steps that you took in researching potential projects and funding sources, but there is always something to be gained from experience, and you may be seeking out different information this time. When you plan on working with communities directly, the only way to really learn about an area is through talking and listening to people and groups about what goes on and the direction a community is moving in.

WHAT TO DO?

In the case of the VB/I-70 CHP, the project's funding was part of the larger remediation budget for a Superfund site. In addition to the EPA's cleanup activities (primarily removal and replacement of contaminated soil), the Record of Decision (ROD) also stated that a community health program was to be provided to the residents of the affected communities. It outlined the required components of the project, but left most of the specific tasks undefined.

2.2 Identification and Definition of Program Goals and Objectives

After some general themes and plans have been settled on, more specific planning can begin. As part of the planning process, you started to collect and develop some over-arching ideas and goals. These may have come from the community, foundational project documents like memoranda of agreement or a record of decision, were dictated by the types of funding you are applying for or have already received, or are based on a need that is not currently being addressed. Once the larger theme for your program is settled, the next step is to decide how you will approach the issue. What goals or milestones you need to meet? What are the specific objectives and tasks that need to be completed in order to reach those milestones or accomplish those goals?

Identifying and defining the specific goals and objectives of your program can be a lengthy process—be prepared for lots of revisions and changes to your initial ideas and concepts. A good place to start is to look at all of the ideas you have, even if they might seem a little far fetched. Once you have reviewed and examined them, you should be able to group them together in some way that will help clarify those that fit into your larger theme and those that may be a better fit with something else. This can be difficult; there will be things that you want to accomplish that don't quite fit and others that fit but do not seem appealing or even as important initially.

It is important to keep an open mind during this editing process, but to also be realistic in your expectations. Time and money are typically finite resources, and being realistic about what can actually be completed is essential to a successful project. Think about what you are likely to accomplish and stick with it. A great idea can easily turn into a failed attempt if there aren't the necessary resources to accomplish it well. Overly ambitious goals that cannot be completed are

harmful to your reputation with both your funder and the community, and could have a negative impact on future efforts.

After the editing is complete, you can start to design your program. Create a detailed scope of work that explicitly states what you are going to accomplish and how you will do it. This document should include both the broad, overarching statements describing your program goals as well as the specific tasks and milestones needed to reach them. Looking at other programs or projects that worked, either in your area or in similar communities elsewhere can be helpful. If there are structures already in place that you can use or build upon, take advantage of them. Your completed scope of work can translate into an effective work plan, containing timelines and processes to help you achieve your goals.

It is also equally important to develop a work plan that will guide your program activities. A detailed work plan should layout goals, milestones, outputs, activities, timeframes, and responsible parties. This is a working document that should be reviewed regularly in order to gauge whether your program is on track with its activities. Try to keep on schedule with your work plan and not deviate from it as much as possible. Your work plan can be a bit flexible, as situations arise that may delay an activity or sometimes an activity is completed earlier than scheduled. If you find yourself deviating from your plan often, it may be time to reevaluate your processes and timeframes. Making sure your work plan measures are realistic is a very important and key factor. Ensure that it challenges the group, but not so much so that your staff is burning out and you are no longer gaining small wins. For an example of a work plan, see Appendix B.

2.3 Collaboration with Other Agencies and Organizations

Whatever type of organization you are part of, you probably work with other agencies and organizations from time to time, or may already collaborate on projects or programs with them. If a relationship between your agency and another already exists, the likelihood that your new project may also dovetail with their work increases. Existing agencies, departments, and organizations can serve as great resources and partners in developing and implementing your program. Collaborating with them can save you duplication of efforts and also allows you to benefit from the strengths and expertise of other organizations, which can save you time and money.

PARTNERSHIPS

The VB/I-70 CHP partnered with several different agencies and organizations in order to complete its project, including the US EPA, the Colorado Department of Public Health and Environment (CDPHE), the Agency for Toxic Substance and Disease Registry (ATSDR), Denver Health and Hospital Authority (DHHA), the Pediatric Environmental Health Specialty Unit (PEHSU), and Northeast Denver Housing Center (NDHC). For a complete listing of the VB/I-70 CHP's organizational partners and their roles, see Appendix A.

Established partnerships are a great place to start, but don't hesitate to reach out to another agency or organization not already in your network. Do a little research and see what's

out there, and if you find something that seems like a good fit, reach out to that organization. Plan your approach, making sure to highlight the benefits for the other agency or organization of collaboration. Even if that particular group is not interested or able to work with you, they may have ideas for another organization that might. Similar to individual networking on a professional level, it's all about who you know.

Once a partnership is in place, it is important to establish who is responsible for each piece of the project. There may be certain elements that several organizations work on together, while other tasks are not shared. Once this has been decided, it's important to record that information in the work plan and to create memoranda of agreement. These agreements detail who is responsible for each part of the project, and are considered foundational program documents. If there are questions or discrepancies later on, these documents can be helpful in resolving them.

2.3.1 Developing a Steering Committee

When working with a variety of agencies or organizations, it is helpful to have a steering committee in place. The committee includes representatives from each of the key organizations involved in the project. These representatives do not need to be the most powerful person in an agency or have final approval in the decision making process, but they do need to be people who are authorized to speak on behalf of the organization or agency they represent and have knowledge of their organization's role in the project. They might be an expert on a particular element or part of the project, and their level of involvement can vary over the course of the project.

While individual committee members or their organizations are considered stakeholders in the project, a steering committee is different from a working group that includes all of the projects stakeholders. Steering committees dictate the running of the program from an organizational level and manage the partnerships among the different partner organizations and agencies. Your steering committee should hold regular meetings to discuss the mechanics and administrative issues of the project, such as who is doing what, how to keep the project moving forward, and keeping it on track to meet the obligations of the grant.

2.4 Stakeholder Identification

In order to develop and implement a successful community program, it is important to have input and support from the community. This necessitates the involvement of some key community members and organizations, or stakeholders, from the beginning of a project, and flexibility in your methods is advisable. Program planners need to be open to working with all members of the community, which can include having bi-lingual staff or consultants to enable communication with those whose preferred language is not English. There are several options available for getting the word out about your project or program, including holding community meetings, or posting information about the program in community newspapers, newsletters, distributing information at area schools or churches, and gathering places, but perhaps the most effective is involving existing community groups and organizations through contacting and engaging community leaders.

Independent (not directly involved or invested in the community) facilitators can also be helpful in obtaining community input. Facilitators can conduct structured participation methods like focused conversations, consensus workshops, and action planning processes. These methods are inclusive, allow for creative decision making, and can enable groups to be more responsive to change or new ways of doing things. Some community members may be more comfortable with traditional facilitation methods, however, so it is important to organize some meetings using more traditional processes in order to accommodate those requests and include those individuals in the process. These methods can include holding meetings in the evening or as part of a regularly scheduled neighborhood association or an organization meeting to ensure all residents have an opportunity to participate.

COMMUNITY ENGAGEMENT

Many of the most active community and neighborhood associations in the VB/I-70 target area were already involved in the process by the time the CHP was created. Those neighborhoods had formed a group called CEASE that had been part of the process for obtaining Superfund status and advocating for their communities. CEASE representatives were already committed to representing their communities at meetings with government and other planning agencies, bringing the concerns of various individuals and groups to meetings.

Strategies for community communication can also depend on a particular community's strengths and weaknesses. Identifying these early during the planning process can help avoid problems later on or barriers to action within communities. It also useful in helping decide which strategies or methods may be most effective in your target community. For example, you may learn that your target community or population has had negative experiences working with your type of agency (government, non-profit, etc.) on past projects, and may harbor biases against future collaboration. Knowing this ahead of time and working with it is much easier than finding out several months into the project that this distrust or dislike is the reason your current or previous efforts at reaching out to the community haven't worked. This awareness allows planners to be pro-active and even prevent potential issues or problems rather than wasting time, money, and effort on them later.

2.5 Staff Hiring and Training

2.5.1 Program Staff

As with any project or organization, the staffing choices are an important part of what makes it successful. It is essential for everyone to know and understand their role within both the program itself and the larger organization, such as a municipal or state agency, if the program is part of one. Although roles and duties may change over time, these transitions are made much simpler when members of the staff are generally aware of what other people are responsible for. Having an informed staff is helpful in preventing duplicate efforts, and can also be useful in cases where one staff member needs to temporarily assume the tasks of another.

When small or short-term programs have staffing issues, it may seem like a more pressing need to fix the problem or feel like a greater hardship than a similar transition would be within a larger department or organization. In general, there is less flexibility in timelines and schedules, and a larger burden for others to bear in terms of assuming the duties of another person. For these reasons, it is especially important to have transition plans in place. A good transition plan includes not only the role and responsibilities of a staff member, but also contains information about the specific elements of the program that they are working on. It should include time for training a replacement if at all possible, but at minimum, it should contain instructions on where to find important documents and files, contact information for people outside of the program that the person may work with, and any other pertinent information that others working on the program might not be aware of. If no such plan is in place, it can cost extra time and resources to fill in the gaps or solve problems, and can also result in missed deadlines or opportunities.

EXTENDED LEAVE

During the third year of the CHP, the Assistant Coordinator was forced to take an extended medical leave. Her primary duty was the supervision and coordination of the program's community health workers. Since most of the program staff was familiar with the processes and procedures in place for the management of the field staff, with relatively little training, the Assistant Administrator was able to step into the position for the duration of the Coordinator's leave.

When searching for program staff, there are a few things to keep in mind. While a specific 'wish list' of qualities for an ideal candidate may help narrow down the pool of applicants, it is important to be somewhat flexible in your demands. One of the most useful qualities the VB/I-70 CHP found in both the program staff and outreach workers was adaptability. In addition to knowledge of the community, culture, or a specific issue area, this skill is essential for working in a sometimes unpredictable community health environment. Even when planning is a priority and succeeds in keeping things on track, the unexpected still can happen. Being able to work with those changes and keep moving forward despite setbacks is essential, especially for those managing the day-to-day operations.

For staff in supervisory and program management roles, it is also important to be open-minded and willing to take risks while still being able to realize when risks may not be acceptable. The traditional way of doing things might not work for one element or another of your program, and you need to be willing to take a chance and try something different. Supervisors need to be observant and aware, especially with a staff that spends the majority of its time in the field. As a supervisor it is up to you keep up with the training needs of your outreach staff, especially regarding safety.

2.5.2 Community-Based Outreach Workers

For community-based outreach workers (CBOWs), some of the basic traits to look for are the same, but there are other considerations as well. If at all possible, CBOWs should come directly from the communities or populations that the program targets; at a minimum, they should reflect the ethnic, gender, and cultural composition of the target community. This enhances the

legitimacy of the program and makes it more accessible to the community. CBOWs may share common experiences that further their understanding of both the needs and barriers of the target community, and can be helpful in establishing trust and provide valuable insight into the community. For some programs, such as those that work with substance abuse, that insight and understanding can allow CBOWs to serve as role models to the target population, and may be essential to achieving a successful outcome.

Language is also an important factor that cannot be discounted. While employing CBOWs with different language capabilities may seem to complicate matters, it is important to be able to relate to all members of the community in a language they feel comfortable with. Working with language barriers rather than ignoring them can help your program's overall effectiveness and penetration into the community. When CBOWs and program staff are able to effectively communicate with a population, it allows staff to engage the community and reinforce the program message. This is a measurable outcome that can be helpful in furthering the current program or securing funding for another one.

These are the people who will be out in the community representing your project, possibly on a daily basis. They need to be courteous and professional, and yet be people that community members feel comfortable talking to and seeing around the neighborhood. If the subject matter is taboo or isn't spoken of openly (e.g., sex, substance use, domestic violence) the community-based outreach workers need to be comfortable discussing difficult topics or things that may make residents feel uncomfortable. Tables 1 and 2 contain more information on the skills and qualities of a successful CBOW.

TABLE 1

Essential Skills for Community-Based Outreach Workers
▪ Committed to respecting the target population
▪ Able to establish trust and communicate effectively
▪ Possess good organizational skills, including the ability to keep accurate records
▪ Able to relate to individuals in target community
▪ Recognize and maintain appropriate personal boundaries
▪ Serve as a credible source of information in neighborhood

2.5.3 Challenges

The Community-Based Outreach Worker model has proven successful in reaching communities, especially in hard to reach areas, and providing information, but it does bring some management challenges with it. There is no professional set of qualifications required to be a CBOW, nor is there a formal body of knowledge. Although there are groups and organizations making strides in this direction, the job is rarely professionalized. The position requires CBOWs to be out in the community independently, and for most of the day they are without direct supervision. To help address these potential challenges, it is important to have clear policies in place, such as a system for checking in and out, regularly (daily, weekly) scheduled meetings, and measures that gauge productivity, like a target number of visits or contacts per week and occasional field visits or observations by supervisors.

The role of community-based outreach workers is inherently ambiguous, and unless strong supervision and clearly defined parameters for the position are in place from the start, it can be easy to for things to fall into relative disorder. Successful management of CBOWs requires that there are clear lines of responsibility in place while still allowing CBOWs to act independently and have the degree of autonomy needed to perform their jobs. There is a fine line between what is acceptable and what goes too far, but striving to establish and maintain this balance should be a primary goal for effective supervision. Many CBOWs, particularly if they are familiar with the job, may operate independently very well, but still need guidance at times. Effective supervision ensures that guidance is available when it's needed, but respects the abilities of the CBOW to deal with everyday situations responsibly.

EMPLOYMENT OPTIONS

If at all possible, community-based outreach workers should be hired as employees of an organization rather than as private or independent contractors. Organizational structures already in place may make this difficult. In the case of the VB/I-70 CHP, hiring outreach workers as city employees was not initially an option, preventing the program from offering benefits or other incentives that would have been helpful in attracting and retaining employees. Interested individuals with higher skill levels and competencies may not have applied, and the irregular payment structure in place for city contractors and vendors contributed to the loss of others.

TABLE 2

Personal Characteristics of Successful Community-Based Outreach Workers	
Empathy	Understanding what another person is experiencing and being able to communicate that understanding.
Respect	Showing appreciation for the dignity and worth of others and accepting the fact that individuals have a right to make their own decisions and manage their own lives.
Genuineness	Being oneself without pretense or defensiveness.
Concreteness	Communicate specifically to relate to the what, why, when, where, and how of something.
Charisma	The dynamic quality of community-based outreach workers who are in command of themselves and able to communicate their competence and trustworthiness.
Commitment	A personal acceptance of responsibility to one's community and to working to produce changes and improvements in the lives of community members.
Discipline	The ability to adhere to guidelines or requirements of a program.

Table adapted from one of the same name from *The NIDA Community-Based Outreach Model*, September 2000. NIH Publication Number 00-4812

3. EXECUTION

3.1 Community Involvement

Community involvement is central to any community-based program, and it needs to be managed just as any other aspect of a program. While you want to have an involved and engaged community, you also do not want the community to completely drive your agenda and make decisions. You are collaborating with the community, but you are responsible for meeting the specific obligations outlined in your grant. It is important to keep things in perspective and make sure that your program stays on track to achieve those goals. Figure 1 illustrates the way that community interests, agency interests, and best practices interact to create a successful program. Agreements made at the outset of a program, such as which parts of a project the community will have input on, can help set those boundaries. For the VB/I-70 CHP, the community was able to decide where, when, and how bio-monitoring and health education would occur in their communities.

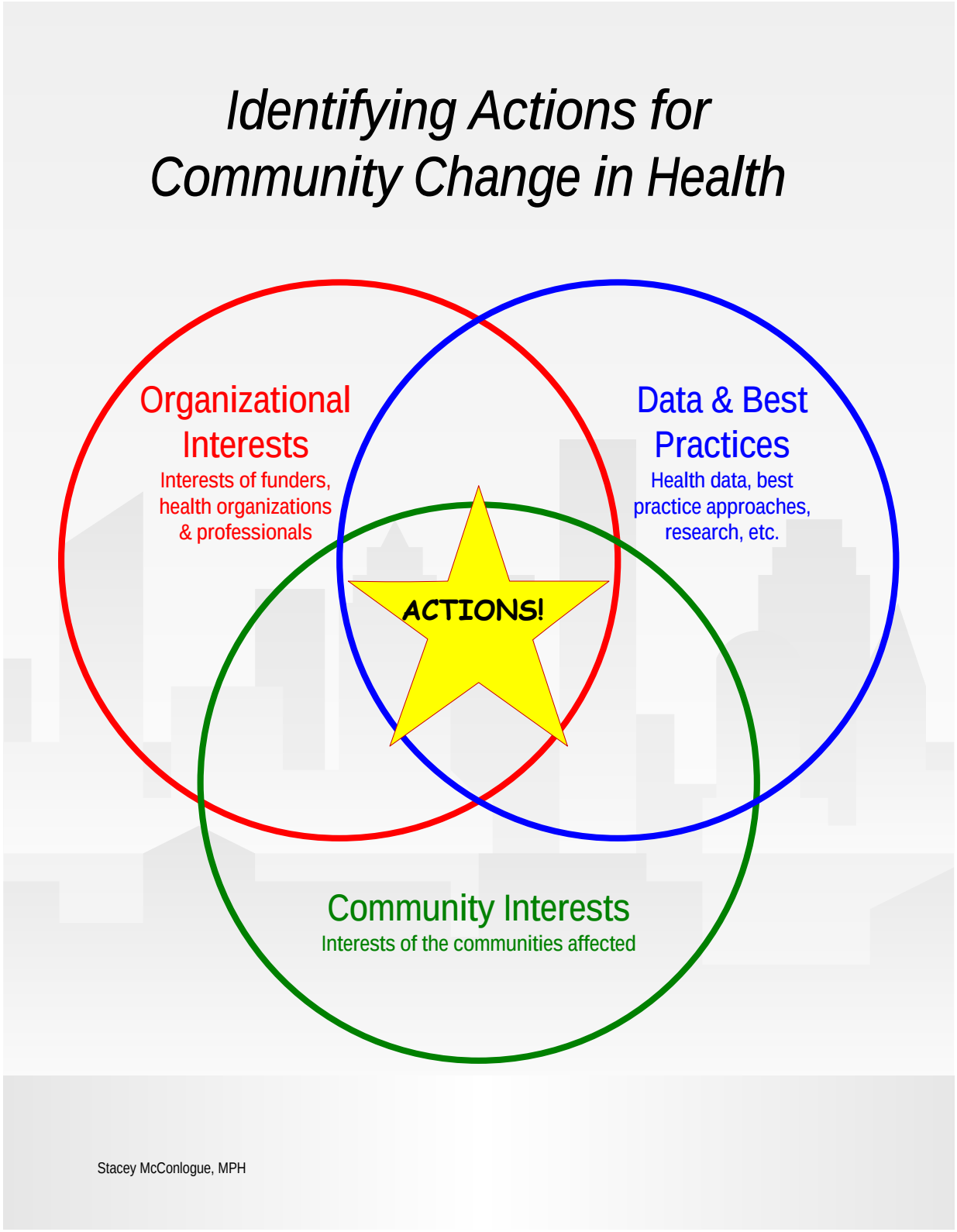
> ***'STOCKING' INFORMATION***
>
> *One of the best ways to make a community feel involved in a project is to keep them 'stocked' with information. By keeping the community abreast of accomplishments, setbacks, or changes to a project, they are aware of how things are progressing and understand what is happening in their communities. This will hopefully prevent misunderstandings and minimize miscommunications before they happen.*
>
> *In the case of VB/I-70, community leaders knew of the program's ultimate goals and progress and trusted the program staff to represent them appropriately and not misuse the information outreach workers collected. When canvassing began, we collected info on paper, but later switched to electronic data collection. This transition went unchallenged because of the community trust in the program and its ultimate goals. Without that trust, the switch could easily have caused problems.*

The importance of establishing a presence in the project communities and building trust cannot be overstated. By involving the community through regular meetings, soliciting their input and addressing their concerns, and just the nature of the program (visiting each and every home personally) help to establish and build that trust, which can make other parts of the program more effective and easier to implement. If a program is able to convince the public through its approach to the project and is honest and straightforward with the community, potentially difficult situations can be avoided.

A simple way to keep the community engaged is through regular stakeholder or committee meetings. Once these key groups are established, they can help engage the larger community by serving as conduits of information and ideas, bringing the thoughts and ideas of the larger neighborhood to organizational stakeholders, and vice versa. Everyone has a voice, but things are organized enough that the project is not drowned in a flood of ideas.

One thing to remember: each community will have its own concerns and agendas, and balancing them can be a challenge. There might be disputes or disagreements that pre-date your project, or

Figure 1: Identifying Actions for Community Change in Health



rival groups that represent the same area. Be sensitive to these difficulties, but do not let them dominate the project. It may be helpful to remind stakeholder groups of the things that benefit everyone, and be clear that there is room for everyone to be involved in the process. If you are straightforward and make it clear that there are no 'favored' organizations or groups, and give everyone an equal voice and stake in the project, you might find that these difficulties are put aside for the moment and people are willing to work together toward a common goal. The table below highlights some potential benefits of collaborative community projects aside from the established program goals and objectives.

COMMUNITY BENEFITS

- *Improved or new relationships among community organizations*
- *Cooperative relationships within communities improve overall atmosphere*
- *Can be leveraged to implement future projects or expand current ones*
- *Can be leveraged to implement future projects or expand current ones*

Another effective method of engagement is a regular newsletter that discusses important project developments, news, or milestones. They might include a regular column about your topic in general or have special articles that talk about similar programs or efforts in other areas. Some communities may already have a community newsletter that is produced monthly or quarterly, and while it might be possible to incorporate project news into that forum, it is still a good idea to create something specific to the project and distinct from neighborhood efforts. Contributing pieces to those existing newsletters is a great way to reinforce your messages and accomplishments, but it risks alienating communities without their own newsletters or those individuals who choose not to participate in neighborhood groups but are still interested in the project.

3.2 Methods

This section details some of the more essential or unique methods the VB/I-70 CHP used in running our program. In general, it is more specific to our particular experience than other parts of this guide, but we feel that it will be more helpful this way—it allows us to show how we used specific methods to manage different elements of our program. We hope that by choosing this more specific and in-depth manner, it will help make it easier for you to decide the way you need to approach different program components in order to make your program a success.

3.2.1 GIS Mapping

Over the course of our program, we employed GIS mapping technology to focus and direct our work. We found mapping helped us to increase our participation and success rates, assign CBOWs to neighborhoods where they felt comfortable and were relevant to their specific skills sets, and target harder to reach areas of our neighborhoods. Through the use of various layers and filters, GIS technicians were able to incorporate specific elements into the maps, such as zoning (whether parcels are zoned for residential or commercial use) or whether visits had been completed on that property.

There are different ways to go about setting a system up that enables this kind of planning and tracking, and the VB/I-70 CHP was lucky to be able to utilize the skills of DEH's IT staff. If your program is not part of a larger department or organization, this might be more of a challenge and require more of an investment, but depending on your program, it may be worth it. GIS technology and services are becoming more common, and you may find that there is an organization in your area that works with GIS technology and caters to non-profit or community organizations.

These maps were also helpful in guiding the placement of our CBOWs. When we first began our project, we assigned outreach workers evenly throughout the neighborhoods to try and get a sense of where we stood and what exactly needed to be accomplished. After a few weeks of canvassing, it became clear that there were some obvious differences among the five neighborhoods, and it would make more sense to distribute our field staff differently. By using the simplest of the GIS maps, those that show zoning differences, we were able to focus our efforts, placing more outreach workers in neighborhoods that had more residential properties.

As the project progressed we were able to integrate other information, such as racial and linguistic breakdowns and which days of the week and times of day were most productive, into the GIS information we already had in order to further guide our efforts. CBOWSs worked in particular areas in order to provide the best service possible for our community residents and create a program presence in the area. This also helped outreach workers to familiarize themselves with the neighborhoods in which they worked; in turn, it helped residents to recognize their 'neighborhood outreach worker', which also may have contributed to our high participation rates.

Soil sampling and testing occurred during the first two years of the project, from 2004 -2006. As we collected more of the soil data, we were able to include elevated soil contamination into our map layers, mark those properties, and identify patterns of contamination. The data collected through field bio-monitoring clinics on elevated blood levels in children was also added, which helped us to target areas with more elevated blood levels and elevated soil results as areas where more outreach or more testing clinics were needed.

3.2.2 Accounting

Careful accounting and budget monitoring is important whether you run a large or small organization or program. Even if you are running on a large surplus of funds, good management requires that you know where that money is and how it is being used at all times. When you are operating on a tight budget it is essential.

Since the VB/I-70 grant was managed by DEH, some of the budgeting tasks became the responsibility of the department's accounting staff, while others were carried out by members of the project team. If there is a division of tasks like this, it is important that everyone involved know and understand their responsibilities and how what they do fits into the larger picture. Processes that clearly delineate these roles and responsibilities are necessary to keep things moving smoothly and ensure they are completed in a timely manner.

The VB/I-70 CHP managed all of its own bills and invoices, creating budgets and tracking systems to monitor spending, contract balances, and payments to miscellaneous vendors and organizations. The accounting division was responsible for processing payments, tracking the overall budget expenditures, and submitting quarterly billing statements to the grant's funder, the EPA. The program administrator received monthly grant spending statements (similar to a monthly account statement for personal finances). These reports were compared to the records kept by the administrator and discrepancies were resolved as quickly as possible.

DON'T FORGET!

There are some essential pieces that need to be considered when creating a budget, and if you haven't worked on one before they can be easily missed. Depending on organizational structures, these can make up a significant cost and have serious impacts on your budget.

Indirect costs *are usually charged based on an established percentage of an employee's base salary (not including benefits). They typically include things like advertising, computer/IT support, maintenance, and security which are not easily assigned because they benefit the entire organization rather than a specific department.*

Fringe *is considered anything beyond an employee's base salary or wages, including insurance, paid holidays, or retirement or pension contributions. These are calculated by percentages based on the benefit level of an employee.*

While none of this requires specific education in finance or accounting, it is helpful to have some basic understanding of how these things work. This may sound like a daunting process, especially if you are part of a smaller non-profit or community organization. Books on running a small business or the financial management of non-profits may be helpful in filling in the gaps or clearing up confusion on specific elements, especially if this is new to you. A software program like QuickBooks makes creating spreadsheets and managing overall finances much simpler. The initial cost of the software and training may seem prohibitive, but the time and stress it will save you later make it a worthwhile investment.

Even if your program is administered or managed by a larger entity like a city, county, or state government, it is still important for you to be aware of and understand the fiscal side of your program. Grants are typically managed differently than other programs and have different billing cycles or even a different fiscal calendar than the administrative organization. Additional financial reporting may be necessary. It is the responsibility of the program manager or administrator to know about these potential differences and ensure that specific grant requirements regarding its finances are met. Our diligence and careful record keeping paid off—more than once we found errors in statements, indicating billing to the wrong account, miscalculated formulas, forgotten funds transfers, and other potentially costly mistakes.

3.2.3 Outreach

In an outreach and education program, the role of outreach goes without saying. However, it is important to make sure that the outreach you choose is effective, and so must take several factors into consideration. The level of detail, the overall message, linguistic and literacy level needs,

and accessibility must all be taken into account when choosing and designing the materials you are going to use for your program.

For the VB/I-70 CHP, planners first looked at what sorts of methods and materials had worked in other similar (predominantly Latino and low-income) communities and in other prevention programs. Data specific to lead poisoning prevention programs was somewhat lacking, so HIV, cancer, and diabetes prevention programs were also utilized as examples. To search for applicable program models, staff used internet and bibliographical databases. Public or college and university libraries and librarians can also help you find a starting point for your search.

If you embark on a similar search, don't be surprised if you are overwhelmed by the sheer volume of materials available. Not all of it may be accurate, so use materials from established groups or agencies if possible, and always verify your information by checking it against other sources. If you do find something useful, try and use it. It can usually be fit to your needs with relatively little editing, which saves time and allows you to focus on things that are unique to your program. Most materials produced by the EPA, the CDC, and other large governmental or non-profit agencies are available for free and can be downloaded. If that isn't the case, look for the document's owner and ask if your program can use it.

The next step is to decide on the key messages your project will focus on and narrow down the potential materials based on whether something really suits your needs and if it doesn't, whether altering it to make it fit your needs is worth it.. Program staff used existing materials from the EPA, Housing and Urban Development, and other non-profit agencies whenever possible, but some of the content needed to be created. Everything needed to be available to residents in both English and Spanish, so translation was required for some of the materials. Some of the materials in Spanish also required alterations so that the Spanish in the material reflected the Spanish used in the VB/I-70 community.

One of the ways the community was involved in the CHP was their role in choosing which outreach materials would be used and distributed in their communities. Once the program staff and planners had narrowed down the list of potential materials, the community stakeholders were invited to view the possible outreach materials and choose which they thought would be the most effective in their communities. Over the course of the program, the materials changed slightly, and community approval was always required in order to implement the changes. It was an effective way for the community to stay engaged with the program as it progressed and guaranteed there were no surprises when outreach workers came to the door.

3.3 Policies and Procedures

Hopefully by now you have realized the importance of having clear and concise policies and procedures in place to make the task of running a successful community-based program easier. These policies and procedures don't need to be long or complicated, but they do need to have a purpose, and ideally, be effective. The specific types of policies and procedures needed for a program depend on several different factors, like what type of work you are doing, your management and administrative structure, and the types of employees and staff you have. The

most important thing is that your program has procedures in place that keep things running smoothly.

3.3.1 Program Policies

Although policies for working with staff and handling day-to-day operations may seem the most obvious and come to mind first, you will likely find that having policies in place for other areas of operation will be very useful. Section 3.2.2 spoke about the importance of having policies and procedures in place for the financial side of things, and the benefit of those cannot be overstated. Policies and procedures for supplies, requests, emergencies, and reporting can also serve you well. As for so many things, the specific procedures that need to be established for your program depend on the program, but there are a few things to remember.

Policies are not just rules—they let people know what to expect, when to expect it, and how things are supposed to work. They help provide structure in a program. Good policies and procedures are explicit in their instructions, and let people know who to go to for help or questions, what kind of paperwork or forms are involved, and hopefully, where to find these forms and where they need to be submitted.

First and foremost, staff needs to know that policies and procedures exist. You may have great processes for accomplishing things, but if no one knows where to find them, they won't serve much of a purpose. Well-thought policies and procedures can help answer questions and prevent confusion, but occasionally they need to be updated to reflect current organizational structures and systems. Making sure that changes are made known to staff and reflected in the necessary paperwork helps prevent frustration and is incentive for people to keep following them. If something seems outdated, obsolete, or irrelevant, don't be surprised if it is ignored.

As important as policies and procedures are, try not to let them rule you. They typically help things to run smoothly, but sometimes they can be a hindrance. Pay attention to how they are working and how people respond to them, and be flexible. Sometimes with the change of one particular element, they will function better, but sometimes they won't. A good supervisor is not afraid to change things if they aren't working, but is also strong enough to resist the pressure to change something that is.

3.3.2 Personnel

If your program utilizes field staff, this is definitely an area where having policies and procedures in place is essential in order to accomplish your goals and keep your staff safe. As mentioned earlier, field staff spend most of their time out in the field, either alone or in pairs, making procedures for accountability and checking in and out particularly important. Sample policies from the VB/I-70 CHP can be found in Appendix D.

A good place to start is to decide if your program is going to have specific operating hours, which can help simplify everything from staff coverage to safety. If you decide that established hours of operation are right for your program, all workers should observe those hours of

operation regardless of any personal preferences. A schedule is also helpful for recording contacts, completing and turning in paperwork, and tracking general observations.

As previously mentioned, supervising field staff can be tricky. As a supervisor or manager you need to be present and available, but you also need to let your field staff have the freedom to do their job. When CBOWs are in the field, there should always be someone available to answer questions, offer advice for referrals, and provide general support. Occasional visits to the field can help keep you connected to your staff and aware of their needs. In addition, supervisors need to provide time for discussion for assistance and feedback both on a one-on-one basis and with the group as a whole. For group interaction, scheduling periodic meetings allows outreach workers to bring questions and concerns to their peers and share experiences with one another. Meetings also provide a forum to discuss strategies for overcoming potential obstacles, correct inaccurate information and reinforce the outreach message, and make suggestions for improving the impact and efficacy of the outreach.

SAFETY SUGGESTIONS FOR OUTREACH WORKERS

- *Carry ID at all times*
- *Let contacts know the limits of your job*
- *Maintain confidentiality*
- *Let others (supervisors, coworkers) where you are at all times when in the field*
- *Consult your supervisor in difficult situations*
- *Offer reasonable assistance as requested*
- *Maintain positive relations with neighborhood, including local police*
- *Support other outreach workers*

3.4 Field Work

For a community-based outreach program, field work is going to play an integral role. If it is well organized and coordinated, it will go a long way toward making your program a success. If not, it can be a disaster. Field work can be complicated, and because of all the elements involved, there are a lot of things that can go wrong. With persistence, good planning, and careful management, however, most pitfalls can be avoided.

3.4.1 The Basics

The first rule of success in field work is to know your area. There are a few different ways of going about this, including using existing property databases from the county assessor's or building permit offices or walking or driving through your neighborhoods, street by street. The most thorough method is to use a combination of the two, starting with the existing records and making a careful assessment by foot or car, noting any differences or discrepancies. Depending on the area, you may find little difference, but in some neighborhoods, you might be surprised.

In lower income communities or those with large immigrant populations, things can change quickly, and people are often highly mobile. Haphazard structures may pop up, serve as homes for awhile and then are abandoned. There is a high turnover, especially in rental properties, and visiting a home one week and finding someone is no guarantee of coming back the following

week and finding it still occupied, let alone with the same person. In our experience, tenant phone numbers were current for two to four weeks, and physical addresses for three to six weeks. We also discovered a high degree of unofficial tenancy, showcased by either cycling of socially-linked families through one address or households with multiple families.

FOUND PROPERTIES

When the VB/I-70 CHP began, we were given a list of properties compiled from the EPA and the City's records. Although it seemed complete, after our outreach workers spent some time in the field, it became clear that the list did not include all of the residences in the neighborhoods. The CBOWs made note of the residences they found, and by the end of the program, they had discovered an additional 247, 6% of the total residences in the site area.

There are some encouraging findings. Overall, the people that the VB/I-70 outreach workers visited were welcoming and receptive to our message. They were interested in learning more about available services, including educational and employment resources. Many wanted to become more involved with their communities but hadn't known how. Door-to-door canvassing and outreach managed to reach a population that traditional methods—mailings, flyers—had missed, and participation rates were significantly higher as a result.

3.4.2 Field Office

A field office is not necessary for a successful community-based project, but it has its advantages. It can provide a base of operations for the field staff, serve as a meeting place, and increase your program's visibility in the community. It is likely to be a less formal environment than your organization's main headquarters, and as such, feel more approachable to members of the community. A field office is a community presence, and can easily grow into a recognized means of maintaining contact with members of the community, as well as demonstrating your program's long-term commitment.

Field offices can be anywhere, and don't need to be fancy. Sometimes you may be offered space free of charge, as a donation from a community group or service location, while for other locations, like a storefront or traditional office space, you may need to pay rent. Whatever you choose, it should suit your program's needs in terms of location, available equipment and space, and accessibility. Equipment needs depend on individual programs, but it is safe to say that you will need basic office equipment, like desks, chairs, a phone, and other supplies. If you are collecting data electronically, it may be helpful to have a computer where data can be uploaded or information can be verified.

3.4.3 Safety and Training

Training is essential to an effective work force. Outreach workers and staff need to know what is expected of them, and job-specific training should be completed before any field work begins. Depending on the position, this can be complex or simple, but it should be thorough, and set a firm foundation for success on the job.

There are several different elements to effective training for outreach workers. Before they enter the field, they need to be on the basic requirements for the job, including an overview of the educational materials, topics, and messages that they bring to the community. It should include strategies for reaching and connecting with the target population as well as information on community resources which residents need or want to access. The means of presenting this information can vary, but most people learn through a combination of observation, supervised field visits, and doing the job independently. Outreach workers need to be able to explain the program and its expected benefits to residents along with presenting the outreach materials. The confidence to do this well comes with experience and practice, and it may require more for some people than for others.

As previously mentioned, safety is a primary concern when it comes to field work, and should be a basic part of any training program. Outreach workers need to know how to work safely to protect themselves from potential dangers, including what to do and who to contact in case of an emergency. Suggested topics include personal safety/self-defense training and training from an animal control officer on how to manage potentially dangerous situations with animals.

Training does not stop after orientation into a job, and effective supervision of your staff includes recognizing training needs and providing opportunities for further on-the-job education. Be open to suggestions from staff about the kind of things they might like. The more informed your staff are, especially your field staff, the more comfortable and effective they will be at their jobs.

3.5 Data Collection, Storage, and Management

No matter what type of program or project you have, you will be collecting data. The type and amount of data vary by project, but having a functioning system in place to organize and manage your data is essential. Data is how you demonstrate the impact your program or project is having on an area or community. It can help you justify your program's continued existence, leverage more funding and support, guide you in a new direction, and is a key part of program evaluation.

3.5.1 Data Collection

There are different ways to go about collecting field data, including door-to-door canvassing, conducting surveys, or using a focus group. Depending on your program, one method or another may seem the best, or you may find that a combination of methods is the best way to collect the data you need. In order to help you decide what will work for your program, you need to decide what kinds of data you would like to collect and what sort of data you need to support your program and prove its effects. Sometimes the data will be qualitative, using tables, charts, and graphs for numbers and other measurable data, and at other times it might be qualitative, representing ideas and concepts that are not easily measured.

For smaller scale projects, paper data collection is feasible. This method works best for projects that have a small target population or sample size, or possibly a pilot project or feasibility study. Even if you are only collecting a small amount of data, if the area you have to cover is large, paper will become cumbersome. In most cases, despite a larger initial investment, an electronic

system of data collection will be easier and more efficient. The benefits of electronic data collection are well documented, and in general, the feedback has been positive. In our experience, personal digital assistants (PDA)s – an electronic handheld information device - streamlined the data collection process, enabling outreach workers to increase the number of home visits completed per day, are less cumbersome than stacks of paper for field work, and help to make the task of collecting large amounts of data easier. Table 3 below illustrates the potential savings of an electronic system, and is based on the experience of the VB/I-70 CHP.

TABLE 3

COST COMPARISON OF TWO DATA COLLECTION METHODS*			
Personal Data Assistant (PDA)		Paper Data Collection	
Equipment: ° 7 PDAs – HP iPAQ HX2790, software included	$3122	Copies: ° Intake/Case Notes and Referral Forms for 1 year	$2500
Programming and Data Support: ° 140 hours, $115/hr.	$16,100	Data Entry Support: ° 2 people, $14.50/hr., 40 hrs/week for 1 year	$55,680
TOTAL:	**$19,222**	**TOTAL:**	**$58,180**
These numbers indicate a break-even point of just four months. If we had implemented the use of PDAs at the project's inception, we would have saved $174, 540.			

* Notes:

- The costs listed for equipment and copies are accurate based on the program's financial records; the amounts listed for data entry only reflect the cost of our two data entry technicians, and do not include the time other staff members spent on data entry and analysis; the costs for programming and data support are estimates
- The data presented in the paper data collection column only represents the costs of our intake and referral paper materials; it does NOT include the rest of our paper program materials
- The paper data collection column contains numbers for one program year only, not for the entire three-year program
- Our programming and data support for the PDAs was all done in-house by the department's IT staff; the cost given above is based on a conservative estimate of private consulting fees

Another problem electronic data collection helps to reduce is inaccuracy. With paper data collection, programs must rely primarily on the ability of data entry technicians to interpret handwriting and fix any inconsistencies in the information that was reported. Some data fields may be skipped altogether due to human error. PDAs not only reduce or eliminate the need for data entry personnel, these inconsistencies are eliminated as well. Techniques like incorporating

drop-down menus, lists of possible answers, and requiring fields to be complete before moving on to further questions can solve many of these problems.

THE DIGITAL TRANSITION

The VB/I-70 Community Health Program began canvassing in January 2005 using a paper data collection system. All field data was collected on paper using intake and case note forms, and CBOWs kept track of which properties they had visited. Paperwork was then returned to our field office for data entry and filing. Our original intention was to quickly transition to an electronic data collection system, allowing us to eliminate paper forms all together. We were unable to put our electronic, PDA-based data collection system into place late in the program, but it was a success.

Paper data collection is also vulnerable to another issue—backlogs. Because of changes to intake forms, database fields and interfaces, and general database maintenance, paper data can pile up, causing a data entry backlog. During the paper data collection phase of the VB/I-70 CHP, we accumulated over 25,000 sheets of paper, and any interruptions in the flow of data entry caused us to fall behind. Once a backlog developed, it was nearly impossible to keep up with the new data as well as work on the older. After incorporating the PDAs, we were able to finally make some headway on the backlog.

Electronic data collection is not as complicated as it sounds, and is becoming more popular. The choices are numerous in terms of available equipment, once set-up is complete there is little maintenance required, and an experienced programmer can set them up fairly quickly. If your program is part of a larger organizational structure, you may be able to use IT staff on site for set-up and maintenance. Once again, the equipment you choose depends on your specific needs, but with a variety of PDAs and small field computers available, finding something that meets your needs and fits into your budget shouldn't be too difficult.

3.5.2 Data Storage and Management

Perhaps even more important than data collection is data management and storage. Once the data has been collected, you need to be able to use it, and in order to do so, your data must be organized and accessible or it is of no use to you or anyone else. An electronic database of some kind is the best way to do this. A database makes for simpler data sharing, analysis, and reporting, not to mention long-term storage. Even if your data is collected on paper, a database is essential. As for the type of database you need, that once again depends on your project and its goals and objectives. The VB/I-70 CHP can offer some advice on this, but the final decision needs to be one that makes sense for your needs.

When people think of databases, Microsoft Access often comes to mind, and is the software the CHP used for our database. While Access has its strengths, it also comes with some limitations, especially for a large scale, field-based data collection project. The program is not designed for multiple users, and only a limited number of people can access it at one time. If you are using electronic data collection, this may be less of an issue, but if you have to enter data manually, it's a problem. If multiple users want to upload data at one time, create reports, or even just review data, an Access database may be overwhelmed.

Aside from the problems of multiple users, there also seems to be a point at which the software cannot handle any more data, and it will shut itself down. Since it is also not the most user-friendly program, this can be frustrating to troubleshoot or repair. Access is also not web-enabled, making simultaneous data collection and updates impossible. This can serve as a limiting factor for even the most well-organized and efficient electronic data collection schemes.

CONFIDENTIALITY

Some of the information you collect may be of a personal or sensitive nature, making it very important that the privacy and security of individuals and their information is protected. Only authorized users should be able to access the database, and if paper files are present, they should be kept in a secure area or locked file cabinet. All of your careful work building trust with the community, as well as your program's credibility, can be compromised with sloppy data management.

4. PROGRAM COMPLETION AND EVALUATION

The end of a project can be somewhat bittersweet. You may feel relieved that things are over and ready to move on, you might wish you could go back and do things differently, or you may be sad to see it come to an end. More than likely, there are several different and perhaps conflicting emotions that go along with the end of your project. Whatever the case may be, there are things that need to be finished before you can truly call your project complete.

4.1 Program Closeout

As a project nears completion, there are several important questions to ask:

- Have we completed our tasks as required by the funder? The community? Our program documents and agreements?
- What do we need to do for our official close-out?
- What kinds of reports or presentations are required? Who needs copies?
- Are there records that need to be kept or stored?
- Is our data organized and accessible for others?
- What is our process for evaluation and assessment of the program?
- Are there plans in place to sustain the positive impacts of our program?

While this list is not exhaustive, it should give you an idea of the kinds of things that need to be done before your project can really be called complete. You may have a list already compiled from your funder or the administering organization, or you may need to work out the details yourself. Either way, there are a few basic things to consider.

Most funders have a list of things they require in order to officially close-out a program and call it complete. Talk with your contact person and find out what the organization or agency needs you to do and when it needs to be complete. There will be a financial component—you will need to submit a final billing or accounting of your program's expenditures. There will be a reporting element which will require you to submit a report detailing the program's data, outcomes, and accomplishments.

There may be other parts of the program, like your field work element, that may have their own unique requirements. If you have electronic files, you need to make sure that everyone who needs copies is provided with them. For paper files, there are storage issues. Most grants require that paper files be kept for a certain length of time, so long-term storage may be in order. It is your responsibility to ensure that the program or grant requirements for closure are met, so ask questions, review your foundational documents, and make your plan.

4.1.1 Official Close-Out vs. Community Close-Out

The steps described above are all about what you need to do in order to satisfy your funder, but what about the community? They also have something to celebrate in the successful completion of your project, and while they are certainly happy that you completed your work and your finances are all in order, chances are they won't consider a copy of your final report much of a

celebration. The community played an integral role in the planning and execution phases of your project, and you need to consider them in the close-out as well. Community members need to feel the project was completed satisfactorily, its obligations were fulfilled, and that any expectations have been met.

For the completion of VB/I-70, the community and major stakeholders gathered for one final meeting to celebrate the accomplishments of the program. There were refreshments, and people had a chance to share stories and reflect on the work that had been completed. While the general atmosphere of community meetings had typically been upbeat, this was a new experience for the people involved. Rather than taking one final opportunity to air concerns or discuss things that went less than perfectly, the participants instead focused on the work that had been done well and the positive results of the program. For the community, the meeting provided closure on a successful project, and for the organizations and agencies involved, it offered a way to close out the community-focused portion of the program.

4.2 Assessment and Evaluation

Frank assessments of a program may be difficult, but they are essential. Programs must be evaluated in order to decide if the programs are useful and beneficial to communities. Too often, service providers rely on their own instincts and passions to conclude what individuals and communities really need and whether the products or services being provided are what are needed. Over time, organizations may find themselves guessing about the best ways to serve a community, and relying on trial and error to decide how new products or services should be delivered.

Although some managers and supervisors have concerns about the process and try to justify avoiding program evaluation, the benefits of a thorough, well-planned and coordinated one cannot be ignored. Evaluation is a valuable tool for anyone seeking to strengthen their program and improve its outcomes. Understanding the logic, reasoning, and values of evaluation can lead to lasting impacts, such as basing decisions on systematic judgments instead of instinct-based decisions.

Despite the many different types of evaluation, and the different stages of a project where they can be used, evaluations are a systematic method for collecting and analyzing information and data. Evaluations are divided up into two types, process evaluations and outcome evaluations. Process evaluations assess whether a program was implemented as planned, whether the intended target population was reached, and the major challenges and successful strategies associated with program implementation. Outcome evaluations determine whether, and to what extent, the expected changes in outcomes occur and whether these changes can be attributed to the program or its activities. The type of evaluation you choose depends on what you want to learn from the process.

Program evaluations are meant to discover what works (program strengths) and what doesn't (program weaknesses) by asking some basic questions, including whether program participants or communities are benefiting from the program and its services, if staff have the necessary skills and training to do their job effectively, and if those individuals and groups that are participating

are satisfied with the program. Learning what is working helps program managers to focus on essential program components. Learning what is not working can help a program to improve, and prevent the waste of time and resources.

Evaluations are also a good 'reality check.' Typically, plans about how to deliver services end up changing substantially as those plans are put into place. Evaluations can verify if the program is really running as originally planned. They can also serve as a means for stimulating thought and discussion about where things are with a program, if it is meeting its goals, and if not, what needs to occur in order to do it. Having the capacity for self-assessment allows for ongoing reflection and planning, helping to create an environment for continuous learning within your program or organization.

Finally, evaluations can help collect data or verify results. In the world of grants and programs, data is king. As we mentioned earlier, data helps you to justify your program's continued existence, leverage funding, and is an excellent tool in community relations. Funding dollars are limited, and anything you can do to make your program stand out in comparison to others, especially if you are facing budget cuts, is worth the effort.

4.3 Sustainability and Long-Term Impacts

Sustainability is something that almost all programs strive for, but it can be difficult to actually achieve. It is always one of the desired outcomes of a project, but the groundwork for something sustainable needs to be laid early on. When creating your program plan, before work has even begun, you should begin to think about sustainability and how you will make the impacts and positive changes of your program last.

SMALL GRANTS

A common strategy to promote sustainability is to earmark a portion of a project's funds specifically for other groups to use to create related projects within their communities. These small grants can be applied for by individuals, schools, groups, and organizations to either continue or expand upon the work that the program has begun, or even to take the idea in a new direction. Not only does this create opportunities for program sustainability, it puts money back into the communities a program serves.

There are different ways of achieving a truly sustainable project, many of which involve the continued commitment on some level of some of a project's founding organizations, groups, and individuals. Perhaps the single common factor of programs that achieve sustainable long-term impacts is structure. Structure helps provide continuity even as other things change. Clear, effective procedures and methods that can change and adapt while still fulfilling the core mission of a project can act as a foundation for further efforts.

Sustainability is certainly a buzzword, and it's a concept that most people will willingly subscribe to. Achieving it can be another matter. Long-term impacts are difficult to predict in rapidly changing environments where new concerns can eclipse peoples' interests and resources daily. They are measurable; although by the time they can be measured a program is usually long gone. Sustainability requires a long-term commitment on

the part of the community where a program takes place, and sometimes even if the intention is there it can't be done because it might not be feasible in that place at that time.

Often, a community will have some members that are clearly advocates for their neighborhoods and can seem to carry a program through to success on their own. Unfortunately, when these people move on to a new topic or are no longer active in their communities, the interest in furthering earlier initiatives goes with them. In other instances, everything is in place, there is a great deal of interest from the community, and theoretically, sustainability should follow but doesn't. In these situations, there isn't much you can do to force the issue. Sustainability of a program is an admirable goal, but sometimes it just isn't realistic.

APPENDIX A: PROGRAM BACKGROUND

PROGRAM BACKGROUND

Site Name and Location

The Vasquez Boulevard and I-70 (VB/I-70) Superfund Site (Site) is comprised of approximately 4.5 square miles, located in the north-central section of the City and County of Denver, Colorado. This document represents the Record of Decision (ROD) for the Operable Unit No. 1 (Residential Soils) remedial action. Operable Unit No. 1 (OU1) encompasses four neighborhoods in north-central Denver that are largely residential: Swansea, Elyria, Clayton, and Cole. OU1 also includes the southwest portion of the Globeville neighborhood and the northern portion of the Curtis Park Neighborhood.

Statement of Basis and Purpose

This decision document presents the Selected Remedy for OU1 of the VB/I-70 Site. The remedy selected in this ROD was chosen in accordance with the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA) of 1980, as amended by the Superfund Amendments and Reauthorization Act of 1986, and the National Oil and Hazardous Substance Pollution Contingency Plan (NCP). The decision is based on the Administrative Record file for OU1 of the Site. The U. S. Environmental Protection Agency's (U.S. EPA) CERCLIS identification number for the Site is CO0002259588. This document is issued by the U.S. EPA Region 8 (EPA), the lead agency, and the Colorado Department of Public Health and Environment (CDPHE). Both U.S. EPA and CDPHE concur on the Selected Remedy presented herein. The remedial action selected in this Record of Decision is necessary to protect public health or welfare and the environment from actual or threatened releases of hazardous substances at the Site.

Assessment of Site

The VB/I-70 Site was placed on the National Priorities List (NPL) in 1999 due to arsenic and lead contamination of soil. For the purposes of investigations and remedy development, the Site was divided into three Operable Units (OUs). This Record of Decision is for OU1, Off-Facility (Residential) Soils of the VB/I-70 Site. There are approximately 4,000 residential properties, 10 schools, and 7 parks within OU1. Most residences are single-family dwellings. There are some multi-family homes and apartment buildings. EPA determined that the VB/I-70 Site is an Environmental Justice (EJ) Site because the residents are predominantly low income and minority. It is also disproportionately affected by environmental impacts from many sources including industry, other Superfund sites, and major transportation corridors.

Operable Units 2 and 3 address On-Facility soil and groundwater at the Omaha & Grant Smelter and Argo Smelter sites, respectively. The structures associated with both of these smelters have been demolished and the sites have been redeveloped with commercial businesses.
Because residential properties within the VB/I-70 Site contained concentrations of arsenic or lead at levels that could present unacceptable health risks to residents with short-term exposures, in September 1998, EPA issued an Action Memorandum that established the basis for conducting a time critical removal action. The Action Memorandum required that soil be

removed and replaced at any property where the average arsenic soil levels were greater than 450 ppm and/or lead soil levels were greater than 2000 ppm. These removal "action levels" were chosen to protect young children from adverse health effects related to short term (sub-chronic) exposure. To be conservative in meeting the action levels, a 5-point composite sample was collected from the front yard and a second 5-point composite sample was collected from the back yard of each property. Any property with one or more composite samples exceeding the action levels for either arsenic or lead was identified for soil removal. EPA proposed the VB/I-70 Site for inclusion on the NPL in January 1999. EPA added the VB/I-70 Site to the NPL on July 22, 1999 (64 Fed. Reg. 39881, July 22, 1999). The overall Remedial Action Objective (RAO) for OU1 of the Site is to protect human health. The following OU1 specific RAOs were developed for arsenic and lead in soil:

RAOs for Arsenic in Soil

1. For all residents of the VB/I-70 Site, prevent exposure to soil containing arsenic in levels predicted to result in an excess lifetime cancer risk associated with ingestion of soil which exceeds 1 x 10-4, using reasonable maximum exposure assumptions.
2. For all residents of the VB/I-70 Site, prevent exposure to soil containing arsenic in levels predicted to result in a chronic or sub-chronic hazard quotient associated with ingestion of soil which exceeds 1, using reasonable maximum exposure assumptions.
3. For children with soil pica behavior who reside in the VB/I-70 Site, reduce the potential for exposures to arsenic in soil that result in acute effects.

RAO for Lead in Soil

1. Limit exposure to lead in soil such that no more than 5 percent of young children (72 months or younger) who live within the VB/I-70 Site are at risk for blood lead levels higher than 10 micrograms per deciliter (ug/dL) from such exposure. This provides 95% confidence that children exposed to lead in soil will be protected.

Description of Selected Remedy

Six alternatives were developed and evaluated to address the arsenic and lead contamination found at OU1 of the Site. Based on the Comparative Analysis of Alternatives, the remedy selected for OU1 of the VB/I-70 Site is Alternative 6. The selected remedy consists of 3 components: a community health program; soil removal; and sampling.

The Community Health Program consists of community and individual health education, a biomonitoring program to measure urinary arsenic levels and blood lead levels of children, and a response program that includes necessary follow-up environmental sampling, home investigation, and response. The program is composed of two separate, but overlapping, elements. The first element will address risks to area children from non-soil sources of lead. The second element will be designed to address children with soil pica behavior, to reduce their risks to arsenic in soil above 47 ppm, which is the preliminary action level determined in the Baseline Human Health Risk Assessment for children with soil pica behavior. Participation in one or both elements of the program will be strictly voluntary, and there will be no charge to eligible residents and property owners for any of the services offered by the Community Health

Program. The Community Health Program will be implemented on an ongoing basis until the residential soil removal portion of this remedial action has been completed.

Soil removals will occur at properties that have lead or arsenic soil concentrations greater that 70 ppm arsenic or 400 ppm lead. The action level for lead is exceeded when the average lead concentration from three composite soil samples taken from the property is greater than 400 ppm. The action level for arsenic is exceeded when the highest arsenic concentration from three composite soil samples taken from the property is greater than 70 ppm. For properties where soil removal is conducted, all accessible soils will be removed to a depth of 12 inches. The excavation areas will be backfilled with clean soil, and pre-remediation yard features restored to the extent practicable, in consultation with the property owner. All excavated soils will be transported to an acceptable receiving facility, which may include the ASARCO Globe Plant. If the VB/I-70 soils are transported to the ASARCO Globe Plant, it will be used as capping and fill material in implementing the remedy at the Globe Plant Operable Unit. If the excavated soils cannot be placed on the ASARCO Globe Plant, then they will be transported to a local solid waste landfill where the soils may be used as daily cover material.

A program of on-going soil sampling will be implemented for lead and arsenic at all residential properties within the Site that have not already been adequately tested. This sampling program will continue through the completion of the soil removal portion of this remedy.

Overall Goal: Develop, implement, and manage a community health program with residents in the VB/I-70 site to:

- Reduce resident exposure to arsenic and lead in soil during the period of soil remediation,
- Reduce children's exposure to contaminants in soil from soil pica behavior, and
- Reduce children's exposure to lead from sources other than soil.

Components:

1) program management and administration (DEH)
2) Development and implementation of bilingual community outreach and education programs (DEH)
    a. Assist families in identifying and treating, as well as preventing, soil pica behavior
    b. Provide education to residents, educators, and social service providers about possible sources of lead and arsenic
    c. Provide information necessary to help identify and prevent exposure to hazardous levels of lead and arsenic from all sources
    d. Engage in outreach to recruit participants to the bio-monitoring program, as well as available follow-up and case management resources
    e. Educate the community (residents, educators, and social service agencies) about the EPA's soil remediation program
    f. Educate and inform health-care providers in the area on ongoing site activities, including the specifics of the bio-monitoring program in order to coordinate testing and increase resident participation
    g. Inspect and evaluate indoor environments at priority home sites to identify lead hazards, followed with a discussion of results in coordination with NDHC

3) bio-monitoring (CDPHE)
4) case management for children identified with elevated levels of arsenic and lead (DEH and DHHA)
5) laboratory analysis for blood lead (DHHA) and data management and reporting (DEH and DHHA)

APPENDIX B: VB/I-70 ORGANIZATIONAL PARTNERS

VB/I-70 COMMUNITY HEALTH PROGRAM PARTNER AGENCIES	
Agency	Responsibilities/Tasks
Denver Department of Environmental Health (DEH)	• Data/case management • Health education and community outreach • Program planning and implementation • Lead investigations
US Environmental Protection Agency (EPA)	• Oversight • Overall project coordination and management • Program planning
Colorado Dept. of Public Health and Environment (CDPHE)	• Data/case management • Bio-monitoring • Program planning
Denver Health and Hospital Authority (DHHA)	• Data/case management • Medical management • Program planning
Agency for Toxic Substance and Disease Registry (ATSDR)	• Medical management
Pediatric Environmental Health Specialty Unit (PEHSU)	• Medical management
Northeast Denver Housing Center (NDHC)	• Lead investigations and basic remediation

APPENDIX C: SAMPLE WORK PLAN

West Denver CAREs Performance Plan

West Denver CAREs Performance Plan

Goals	Outcomes	Outputs and Milestones	Responsible Party(ies)	Tracking Plan
Establish infrastructure -	1. Project team will be ready to begin community engagement	1. Database will be developed 2. Forms and questionnaires will be developed 3. Outreach materials will be developed 4. Protocols will be developed	• Program Staff	•
Formative research and preliminary data collection	1. Understand who our potential stakeholders are. 2. Compile existing data for the community. 3. Neighborhood assets and risks were identified. 4. Identified gaps in community assessments and data. Community maps were developed	1. Stakeholder profile will be initiated 2. Comprehensive community maps will be developed 3. Inform stakeholders of existing data 4. Operational definitions will be developed 5. Defined issues to be addressed 6. Data collection protocol will be developed	• Program Staff	•
Define, characterize and involve the community - Conduct outreach to engage stakeholders in Stakeholder meetings and create a profile of target community.	1. Stakeholders attend at least 75% of meetings. 2. 100% of action items identified during PACE-EH process are completed by identified parties. 3. Stakeholder demographics reflect community demographics (including organizations within community).	1. Weekly stakeholder meetings will begin 2. Documented governing structure and ground rules will be developed 3. In-depth community profile will be completed 4. Report on recruitment strategies and outcomes reviewed quarterly 5. Initiate door-to-door canvassing outreach to engage hard-to-reach population	• Program Staff • Stakeholders	• Neighborhood and stakeholder profiles. • Meeting and attendance records. • Database tracking recruitment strategies/results.
Define the goals, objectives and scope of the assessment - Stakeholders will define concepts such as *health, health status* and *environmental health* and determine scope of issues, ranging along a continuum from the environmental health to human health, and including topics as quality of life, economic viability, and ecology.	1. 100% of team members attending agree on project scope, vision, goals and objectives.	1. Documented project vision, goals, objectives and scope will be completed by mid-February 2009	• Program Staff • Stakeholders	• Meeting minutes. • Defined scope and vision statement • Written goals, objectives, outcomes
Generate list of environmental health issues - Identify community's issues to identify concerns and develop issue profiles based upon feedback of residents representative of target area. Team	1. Over 500 community surveys will be collected and demographics of community involved in assessment process. 2. Written report about 5 environmental health issues and	1. Existing data about community's environmental concerns will be completed 2. Conduct focus groups, as needed, with neighborhood associations and other key groups 3. Conduct Door-to-door canvassing outreach to engage hard-to-reach population	• Program Staff • Stakeholders • Larger group of community members	• Focus group results • PACE-EH Survey Data • Attendance Records and

West Denver CAREs Performance Plan

Goals	Outcomes	Outputs and Milestones	Responsible Party(ies)	Tracking Plan
will collect quantitative and qualitative data related to community input and environmental science or data.	concerns of residents. 3. Scientific Data will be compiled for comparison with community surveys.	4. Gather 500 PACE-EH surveys on knowledge, attitudes, behaviors and perceptions. Hard-to-reach populations will be reached by partners' constituencies and canvassing 5. Gather existing scientific data about target community and collect additional data identified as necessary 6. Summary of community input and scientific data for target area		demographics
Analyze issues within a systems framework and develop locally appropriate indicators – Stakeholders will understand and map interrelationships between environment and human health and quality of life factors for issues from Goal 3. Framework analyzes each issue by linking contributing and exposure factors to describe how and where affected populations are exposed to the agents or conditions and the public health protection factors that reflect the collective capacity to address the issue.	1. Increase stakeholder understanding of relationship between environmental health and human health.	1. Establish at least 5 frameworks at least 5 identified issues 2. Quantifiable indicators with supporting data 3. Use EPA Tools, and other appropriate tools as applicable	• Program Staff • Stakeholders • Larger group of community members	• Meeting and attendance records. • Surveys of stakeholders • Supporting data
Select standards against which local status can be compared - Teams will review indicators and issues that are important to the community to establish community-driven standards. Standards, or benchmarks, provide a point of comparison and may be either externally driven, such as those established by the EPA or the State, or community-driven, which reflect community goals and values.	1. Five systems framework models will have associated standards for comparison. 2. 100% of partner organizations will contribute to the establishment/identification of standards.	1. List of local and national standards for each issue 2. List of community-driven standards for each issue 3. Compilation of accepted standards against which environmental health status can be compared	• Program Staff • Stakeholders • Larger group of community members	• Meeting and attendance records. • Scientific literature • Project Work Plan • Standards Developed

West Denver CAREs Performance Plan

Goals	Outcomes	Outputs and Milestones	Responsible Party(ies)	Tracking Plan
Create issue profiles - Build on frameworks and indicators developed. Profiles will include issue's scope, local conditions, appropriate standards, community-specific indicators, data sources and evaluation of the magnitude of community's problem.	1. Five issue profiles established by stakeholders. 2. 100% of stakeholders will be engaged in development of issue profiles.	1. Team members will agree on an organizing format for each profile 2. Establish detailed profiles for each environmental health issue	• Program Staff • Stakeholders • Larger group of community members	• Detailed profiles for each issue. • Scientific literature • Meeting Minutes and attendance rosters
Rank issues and set priorities for action - Use the issue profiles to compare issues, assess the relative importance of each and set priorities based on which are most critical for action.	1. Community-wide, agreed upon environmental health priorities as reflected in community feedback through focus groups	1. Established ranking criteria and method for ranking 2. Consensus among team members on establishing priorities; a list of priority-ranked issues 3. Descriptive list of issues organized by priority and including rationale for selection distributed by team members to constituents 4. Collect feedback from community groups that originally helped to identify community issues	• Program Staff • Stakeholders • Larger group of community members	• Meeting minutes and attendance rosters • Documented community feedback
Develop Action Plan –The Action Plan will build upon community's resources and include the following: 1) Goals and objectives, 2) Contributing factors, possible interventions and prevention activities, 3) Community assets and potential barriers, 4) Intervention activities and partners to conduct them, 5) Resource needs, 6) Timeframe, 7)Measures of success.	1. A comprehensive, functional action plan supported by 100% of stakeholders that reflects connection to environmental pollutants and human health. 2. Additional funding opportunities	1. Share Action Plan to all groups involved in process 2. Action Plan based upon priority issues (neighborhood surveys & existing scientific data) 3. Submit final action plan to other funders for sustainability 4. Continue with stakeholder group monthly meetings.	• Program Staff • Stakeholders • Larger group of community members	• Written document • Feedback from stakeholders • Meeting minutes and attendance rosters
Develop an Evaluation Plan –A comprehensive Evaluation Plan will be developed for each Action Plan activity.	1. Evaluation measures are developed for each activity 2. An overall Evaluation Plan will be developed for the entire project	1. Establish evaluation measures 2. Consider using a control group when applicable 3. Research effective evaluation measures for each activity 4. Make sure evaluation data is a large enough subset to make evaluation assumptions	• Program Staff • Stakeholders • Larger group of community members • Evaluation consultants	• A well supported Evaluation Plan is developed
Implement the Action Plan –The Action Plan will be implemented, following the Action Plan that was developed.	1. The Action Plan activities are executed according to the Action Plan document.	1. Begin Action Plan activities 2. Continue to evaluate your Action Plan activities and progress 3. Make appropriate changes and modifications to the Action Plan activities 4. Keep your Action Plan activities on schedule, or as close to schedule as possible.	• Program Staff • Stakeholders • Larger group of community members	• Action Plan activities are completed

West Denver CAREs Performance Plan

Goals	Outcomes	Outputs and Milestones	Responsible Party(ies)	Tracking Plan
Program Evaluation –The Action Plan activities will be evaluated using the evaluation methods and protocol developed. A report on the evaluation findings will be published.	1. The Action Plan activities are evaluated and documented	1. Evaluate Action Plan activities 2. Document what worked and what didn't work and why 3. Make sure that the data is correct and the calculations support your findings.	• Program Staff • Stakeholders • Larger group of community members • Evaluation consultants	• Evaluation data and report supports your program goals

APPENDIX D: SAMPLE POLICIES AND PROCEDURES

Timesheet/Leave Protocol
CHW Check-In/Check-Out Policy
CHW Standards of Professionalism

VB/I-70 Timesheet/Leave Protocol

Timesheets:

- Timesheets are to be submitted every other Friday to the Program Manager or Program Administrator for signature. Any relevant paperwork, i.e. leave requests, should be submitted along with the timesheet to the Manager or Administrator for approval.

- After the signatures are obtained, timesheets must be handed in to the department's administrative staff (Robin) for processing. It is the responsibility of the employee to make sure that his or her timesheet is turned in a timely manner. If the deadline to turn in timesheets to administrative staff has passed, it is the responsibility of the employee to turn in appropriate paperwork directly to the Payroll Department.

- A copy of the signed timesheet must be given to the Program Administrator.

Leave:

- All leave must be approved ***before*** it is taken, except for in cases of emergency.

- If an employee is going to be absent, he or she must call or email both the Program Manager and Program Administrator. It is the responsibility of the employee to make arrangements with any appointments or tasks for other staff members, i.e. lead investigations, translations, if he or she is going to be absent for a scheduled meeting or activity.

- Leave request forms should be submitted to the Program Administrator or Program Manager along with the corresponding employee timesheets whenever possible. After approval, it is the responsibility of the employee to submit the leave request paperwork to Alice for final approval and submission to Payroll.

- If leave is taken over a deadline, it is the responsibility of the employee to ensure that all assignments have been completed or arrangements have been made for their completion in a timely manner. These arrangements ***must*** be approved prior to taking leave by the Program Manager and Program Administrator.

CHW Check-In/Check-Out Policy

ALL COMMUNITY HEALTH WORKERS ARE REQUIRED TO CHECK IN AND OUT DAILY!!

Starting on Monday, March 19, 2007, all community health workers will be required to check in and out for their workdays. This will help us know where people are should a problem or issue occur, and help us deal more effectively with the police working in the neighborhoods.

Checking In:

Before beginning your workday, **all community health workers must check in,** letting staff know what time you are starting your day, where you will be working that day (which neighborhood and which streets you plan on canvassing), and what you are doing (i.e. canvassing, filing, etc.). **This can be done in one of two ways:**

- **stopping in at the field office and signing in yourself, or**
- **calling the field office at 720-641-2455 and leaving a message.**

The sign in sheet will be provided daily, and can be found on the table where paperwork is turned in. On the sign-in sheet, you need to fill in your activity, your location, and the time you begin working.

Checking Out:

At the end of your work day, all community health workers must check out. Unlike checking in, **checking out must be done in person at the field office** when you bring in your paperwork. The only exception to this is if you are working on filing at the Webb Building, in which case you may call and leave a message.

If you decide to work during the evening hours, you must still return to the field office to turn in your work and sign out at the end of your shift. Paperwork is collected daily by Berenice or Elizabeth, and paperwork turned in the following day will not be accepted. If you work over the weekend, you are still required to check in and out.

If you forget to sign out, you will be given one (1) verbal warning, and your paperwork will still be counted. If this happens a second time, you will receive a written warning and you will not receive credit for your work that day (i.e., any home visits will not count toward your weekly goal). After the third time you do not follow procedure, you will be terminated.

* If there is an emergency and you are called away from work, or if you leave work for any reason during your shift, you must call the field office and leave a message alerting staff to the situation, EVEN IF YOU PLAN ON RETURNING TO WORK LATER IN THE DAY. If you do return, you need to call to report your start time and must follow regular procedures for checking out at the end of your shift.

CHW Standards of Professionalism

1. Meetings and appointments

a. Attend as required
b. Arrive on time—plan ahead for parking if needed
c. Do not leave prior to meeting's end
d. No phone calls during meetings
e. Cell phones silenced

2. Canvassing paperwork

a. Must be turned in on time
b. *Must be complete and filled out correctly*
c. Legible
d. Conserve supplies—take only what you need

3. Visit quality

a. Provide all education and materials as required by program
b. Behavior during home visits or contact should be 100% professional at all times
c. City ID must be worn and visible at all times

4. Public and interpersonal CHW behavior

a. No cultural or ethnic criticism permitted at any time
b. No discussions, comments, or gossiping about CHWs' or residents' lives

5. Work hours and timesheets

a. Must work hours signed up for
b. Must keep supplemental timesheet form up to date at all times; *form is completed while working—not after*
c. Hours charged to VB/I-70 CHP must reflect actual work completed
d. Legible
e. Must be turned in on time to be paid on time
f. *Timesheets turned in more than two weeks late not accepted or paid*

6. Response to Coordinator and Assistant Coordinator

a. *Respectful behavior is expected at all times* toward the Coordinator and Assistant Coordinator
b. Be on time for appointments with the Coordinator or Assistant Coordinator
c. Respond to all requests in a timely manner
d. Return all calls in a timely manner
e. Insubordinate behavior toward the Coordinator or Assistant Coordinator is not acceptable at any time
f. Contacting the Coordinator or Assistant Coordinator is not permitted except during weekly business hours
g. Contacting the Coordinator or other VB/I-70 staff member after receiving direction from the Assistant Coordinator is not permitted
h. Coordinator and Assistant Coordinator do not work on holidays—plan ahead!